

L O U I S I A N A

Model for Comprehensive Guidance and Counseling

Academic Development

Personal/Social Development

Career Development

Louisiana State Department of Education

reaching for
results 

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State Superintendent of Education

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Louisiana Model for Comprehensive Guidance and Counseling

Foreword

For Louisiana to have a healthy social and economic future, today's students must not only leave our education system with strong academic and technical skills, but they must also develop skills to be good citizens, productive workers, and contributors to society as a whole. While a strong curriculum delivered by outstanding teachers is needed, schools must also assist students to make wise decisions, develop their personal/social skills, understand the wide array of available academic and career options and thoughtfully plan for their future education and work. To this end, schools must develop comprehensive guidance and counseling programs designed to help *all* students reach their greatest potential.

The Louisiana Department of Education began working toward a Comprehensive Guidance Model in 1998 when it produced the standards for Louisiana's schools guidance and counseling programs. The standards are published in the document called the *Louisiana School Counseling Model*. The standards document was developed by school counselors in Louisiana through a grant awarded by the state's School-to-Work Office and was adapted from National Standards from the American School Counselor Association.

In 2000, the Governor's Secondary School Redesign Committee recommended that Louisiana's school guidance and counseling programs be significantly enhanced. During the 2000–2001 school year, the Department of Education, the Louisiana Workforce Commission, the School-to-Work Office, and the Community and Technical College System supported a professional development program designed to assist schools to plan and implement comprehensive guidance and counseling programs. The program assisted nine schools, one from each of the planning regions, to attend a 3-day Summer Institute in 2000 and receive technical assistance throughout the following school year. A second group of schools attended a 2001 Summer Institute and will be provided assistance throughout the 2001–2002 school year. It is expected that the most successful programs will serve as state models.

While the State will continue to provide professional development programs to assist district and local educators in improvement of guidance efforts, this document is a resource for their daily use. Its purpose is to guide schools and school districts to plan, implement and evaluate comprehensive guidance and counseling programs at the elementary, middle/junior high and high schools.

Our special appreciation goes to the primary author of the *Louisiana Model for Comprehensive Guidance and Counseling*, Mrs. Carolyn Maddy-Bernstein, national consultant for Comprehensive Guidance and Counseling Programs.

Additional appreciation goes to the following professionals who assisted Ms. Bernstein in developing the document: Gwen Adkins, Gary Barras, Connie Buck, Debbie Burkheiser, Mary D'Anna, Irv Esters, Cindy Frances, Marilyn Fuselier, Sharlee Funderburk, Melba Kennedy, Terry Gallagher, Terri Jones, Richard Lavergne, Patricia Merrick, Mitzi Martin, Marilyn Nash, Mike Oakley, Claudette Powell, Sammie Saulsbury, Donna Seale, Harriett Taylor, Will Wainwright, Chris Weaver, Linda Webb, Shelia Woods, and Beverly Young

We also wish to express our appreciation to Judy Bowers, Guidance Director for the Tucson Unified School District for her input and assistance.

This book is just one source of many that Louisiana educators should use to plan and implement the comprehensive guidance and counseling program. This *Louisiana Model for Comprehensive Guidance and Counseling* is adapted from the authors and documents listed in the resources at the end of this document.

Note: While the primary focus of this document is developing comprehensive guidance and counseling programs at the school level, school district staff must also support and facilitate comprehensive guidance and counseling programs in all district schools. Ideally, the district will provide an overall blueprint which allows each school the flexibility to meet the unique needs of their students and staff.

The Guidebook is divided into three sections:

- Chapter 1 is an overview that answers common questions about the program;
- Chapter 2 concerns instruction on what is known about how schools can effect positive change and instructions for planning the program; and
- Chapter 3 addresses program implementation and maintenance.

Note to All Readers

The **American School Counselor Association (ASCA)** is currently (2001-2001) developing a **National Comprehensive Guidance and Counseling Model** to provide direction and support to states and school districts developing comprehensive programs. While the content of Louisiana's Model contains much the same information as the current ASCA Model draft, there are differences. The major difference is organization. The ASCA Model draft is organized around four areas of the comprehensive guidance and counseling program: **Foundation, Delivery System, and Management and Accountability**, while the Louisiana Model is organized by **Planning, Implementing** and **Maintaining** programs.

In the ASCA Model, the **Foundation** of the Comprehensive Guidance and Counseling Model addresses the philosophy, assumptions, mission, and goals and also the academic, career, and personal/social standards and competencies. The **Management** area includes system agreements, use of data, action plans, student monitoring, calendars, and advisory committees. The **Delivery System** includes the guidance curriculum, individual planning with students, responsive services, and system support. **Accountability** refers to results evaluation, counselor performance evaluation, and program audit/evaluation.

The ASCA Model will be a valuable resource every Louisiana educator implementing comprehensive guidance and counseling programs will want to use.

Chapter I: Overview of a Comprehensive Guidance and Counseling Program

Louisiana schools need guidance and counseling programs that are comprehensive, developmental, and designed to benefit all students in their journey through school and in preparation for their future lives. Traditionally, the guidance program was considered an ancillary student service isolated from the instructional program, and designed primarily to encourage students to attend college. Much of the counselor's work was reactive and crisis-oriented. Today, there is general agreement that the *guidance program* refers to a comprehensive, developmental program designed to benefit *all students* in their journey through school and in preparation for the future.

This chapter gives an overview of a Comprehensive Guidance and Counseling Program by providing answers to common questions about these programs.

What is a comprehensive guidance program or guidance and counseling program?*

A comprehensive guidance program* is a management system

- That ensures *every* student, in all schools and all grade levels, has the complete range of guidance services.
- Arranged according to students' needs and usually grouped into areas or domains. The following are the three guidance and counseling areas suggested by the American School Counselor Association (ASCA):
 - Personal/Social Development
 - Academic Development
 - Career Development
- Integrated into the total education program.
- Designed to address the *developmental* needs of students appropriate to their age group (elementary, middle, secondary, or postsecondary).
- While counselors take the lead, teachers, counselors and administration are also accountable for the integration of academic, personal/social and career guidance in all school areas.
- Counselors are credentialed professionals.
- Measures both process and results data.
- Benefits all students in their journey through school and in preparation for the future.

According to Gysbers & Henderson (2000), a comprehensive guidance program is composed of four program delivery components (see Table 1):

1. **Guidance Curriculum** is designed to address competencies to be developed by all students and implemented through classroom and group activities. Teachers, counselors, and others deliver these

* Sometimes called a comprehensive guidance and counseling program or a **counseling program**—all are used synonymously in the field and in the literature.

services.

2. **Individual Planning** is developing a four-year (or five- or six-year) academic plan and career plan involving students, parents, counselors, teachers and others interested in the students' future. This component includes advisement, assessment, individual assessment, placement, and follow-up delivered by counselor, teachers and others. (In Louisiana, LA Act 1124—the Career Options Act—requires a five-year plan.)
3. **Responsive Services** focus on helping students who face obstacles that interfere with their personal/social, career, or educational development through prevention and intervention programs, personal and small group counseling, consultation, and referral. Counselors are the primary providers of these services.
4. **System Support** includes the management of activities that establish, maintain, and enhance the total guidance program and the total school program. These activities may include research and development, professional development, staff/community public relations, committee/advisory boards, community outreach, program management, and fair-share responsibilities.

Table 1: Comprehensive Guidance Program Elements

Content	Organization Framework		Resources
Competencies	Structural Components	Program Components and Sample Processes	Resources
Student competencies grouped by domains and specific grade level	Definition	Guidance Curriculum • Classroom Activities	Human
	Rationale	• School-wide activities	Financial
	Assumption	Individual Planning • Appraisal • Advisement • Follow-up	Political
		Responsive Services • Consultation • Personal Counseling • Crisis Counseling • Referral System Support • Research and development • Professional development • Staff/community public relations • Committee/advisory boards • Community outreach • Program management • Fair-share responsibilities	

Suggested Allocation of Total Counselor Time (Percentages)

	Elementary	Middle/Junior High	High School
Guidance Curriculum	35–45	25–35	15–25
Individual Planning	5–10	15–25	25–35
Responsive Services	30–40	30–40	25–35
System Support	10–15	10–15	15–20
Totals	100	100	100

Source: Gysbers & Henderson (2000) Printed with permission from American Counseling Association

Are there some basic assumptions?

- All school staff members believe every student should receive the guidance services he/she needs to be successful.
- Guidance programs and instructional programs are equal partners in the educational process.
- Program priorities are based on results of needs assessments.
- The program is built upon national and state standards and competencies.
- The program fits into the overall school improvement plan.
- The program is strongly supported by district and school administration.*
- Elements of a comprehensive guidance program are clearly articulated to all stakeholders.
- There are strong links between administration, central/district office staff, feeder schools, parents and (for high schools) postsecondary programs (such as colleges, the military, business).
- The program is flexible and responsive to the changing needs reflected in periodic assessments and evaluations.

* It is imperative for the principal to understand and support the comprehensive program.

What should school counselors do?

A Comparison of Guidance Program Activities

Inappropriate School Counseling Program Tasks	Appropriate School Counseling Program Tasks
<ul style="list-style-type: none"> • registration and scheduling of all new students 	<ul style="list-style-type: none"> • individual student academic program planning
<ul style="list-style-type: none"> • administering cognitive, aptitude, and achievement tests 	<ul style="list-style-type: none"> • interpreting cognitive, aptitude, and achievement tests
<ul style="list-style-type: none"> • responsibility for signing excuses for students who are tardy/absent 	<ul style="list-style-type: none"> • counseling students who are tardy or absent
<ul style="list-style-type: none"> • performing disciplinary actions 	<ul style="list-style-type: none"> • counseling students who have disciplinary problems
<ul style="list-style-type: none"> • computing grade-point averages 	<ul style="list-style-type: none"> • analyzing grade-point averages in relationship to achievement
<ul style="list-style-type: none"> • sending students home who are not appropriately dressed 	<ul style="list-style-type: none"> • counseling students as to appropriate school dress
<ul style="list-style-type: none"> • maintaining student records 	<ul style="list-style-type: none"> • interpreting student records
<ul style="list-style-type: none"> • supervising study halls 	<ul style="list-style-type: none"> • providing teachers with suggestions for better management of study halls
<ul style="list-style-type: none"> • clerical record keeping 	<ul style="list-style-type: none"> • ensuring student records are maintained as per state and federal regulations
<ul style="list-style-type: none"> • assisting with duties in the principal's office 	<ul style="list-style-type: none"> • assisting the school principal with identifying and resolving student issues, needs, and problems
<ul style="list-style-type: none"> • taking full responsibility for all guidance curriculum 	<ul style="list-style-type: none"> • collaborating with teachers and others to present guidance curriculum lessons

Source: Adapted from the American School Counselor Association handbook, *Sharing the Visions: The National Standards for School Counseling Programs* (Campbell & Dahir, 1997).

When counselors begin to do appropriate work, who takes care of the “inappropriate tasks” they often do?

Professionally certified school counselors have special expertise that only they can and should provide students. When they are doing administrative, clerical tasks, and other inappropriate tasks, students suffer. The following steps help schools define the counselors' roles:

- Educators determine the goals and priorities of the comprehensive guidance program based on *student needs* identified by teachers, administration, students, parents and other community members.
- Counselors do their “fair share” of responsibilities/duties.*
- Counselors, teachers and others determine how and who will deliver the guidance services when they develop the guidance and counseling plan.
- Counselors share data from their *time/task* audits on the work they perform daily, thereby increasing everyone's knowledge (including their own) about how they spend their time.
- When a counselor's work is based on his/her abilities to meet the student needs spelled out in the guidance plan, they are most cost-effective.
- Leadership works with school staff to assign responsibility for the non-guidance tasks.

Note: See Table 2: Comprehensive Competency-Based Principal/Counselor Agreement, page 7.

* According to Gysbers & Henderson (2000) “fair-share responsibilities” are routine duties that all members of the school staff take equal turns doing to assure the smooth operation of the school. However, a counselor's duties should be in areas with little potential for disciplining students (e.g., hall duty).

Table 2: Comprehensive Competency-Based Guidance Counselor/Principal Agreement

Comprehensive Competency-Based Guidance Counselor/Principal Agreement	
School Year _____	
School _____	Date _____
Counselor Name _____	Principal Name _____
_____ <i>Counselor signature and date</i>	_____ <i>Principal signature and date</i>
In order to achieve the results planned, I will spend _____ % of my time in the classroom _____ % of my time with individual planning _____ % of my time with responsive services _____ % of my time with system support	
My guidance and counseling plan will include outcomes with the following:	
Staff:	
Parents:	
Community:	
Continued Professional Development:	

Source: Tucson United School District Guidance and Counseling Program

How do schools go about developing a comprehensive program?

When the faculty and others interested in the students' welfare have substantial input into the development of the guidance program, they take ownership to assist in delivering program services.

- The faculty, administration and counselors agree there is a reason to strengthen their current program.
- The faculty, administration and counselors agree to a common vision for their school and their students.
- Student needs are identified through a *formal* assessment process that includes input from all stakeholders, including community and students.
- Counselors, faculty and administration work closely with a guidance program advisory committee with representation from all key stakeholder groups.
- Priorities and goals are established to meet the identified student needs.
- There is an audit of current guidance services offered by counselors, faculty, and others.
- Counselors conduct an ongoing audit of their time.
- All teachers, administration and counselors assist in program delivery.
- A *written* plan is developed that includes
 - Standards/competencies based on identified students' needs.
 - Activities designed to help students acquire the identified competencies/standards.
 - Who will conduct the activities?
 - Who will determine that the standards/competencies are met?
 - How student competencies will be documented.

How does a comprehensive program help schools?

According to research,* schools with *fully implemented* comprehensive guidance and counseling programs enjoy the following outcomes:

- A more positive school climate;
- Students earn higher grades;
- Students believe they are well prepared for the future;
- Student behavior is improved;
- Students feel safer in their schools;
- Improved standardized test scores; and
- Increased accountability.

* Information from research conducted in Missouri and Utah

How does a comprehensive program help counselors?

Counselors

- Can be sure every student is served;
- Have duties/activities that clearly meet one or more of the stated goals of the guidance program;
- Are only assigned new activities/duties that clearly meet one or more of the stated goals of the program (note: new activities should take the place of an ongoing activity);
- Spend majority of time with students;
- Are highly visible;
- Are perceived positively by students, parents, faculty, and administration; and
- Spend time on appropriate guidance and counseling tasks (see page 5).

Note: See Table 3: Benefits of Comprehensive Counseling and Guidance Programs

**Table 3: Benefits of Comprehensive Counseling and Guidance Programs
As Reported By Utah Schools**

Benefits for Students

1. Guarantees guidance services to all students.
2. Promotes a developmental approach in sequencing guidance activities.
3. Increases the opportunity for counselor-student interaction.

Benefits for Parents/Guardians

1. Provides support for parents regarding their child's development.
2. Establishes a system for a student's long-range planning.
3. Increases opportunities for parent-counselor interaction.

Benefits for Teachers

1. Encourages positive, calendared activities and supportive working relationships.
2. Promotes a team effort to address developmental skills and core competencies.
3. Increases teacher accessibility to the counselor as a classroom presenter and resource person.

Benefits for Administrators

1. Creates a structured program with specific guidance content.
2. Provides a means for measuring effectiveness of guidance programs.
3. Enhances community image of the guidance program.

Benefits for Local Boards of Education

1. Presents the rationale for including guidance as a comprehensive program in the school system.
2. Provides district patrons with current data regarding student competencies obtained through guidance program efforts.
3. Establishes a basis for determining guidance funding allocations.

Benefits for Business, Industry, and Labor

1. Provides increased opportunity for collaboration and active participation among counselors and business, industry, and labor communities.
2. Increases accessibility to the counselor.
3. Prepares a potential workforce with decision-making skills, pre-employment skills, and increased worker maturity.

Benefits For Professional School Counselor

1. Defines a clear role and function that are educationally based.
 2. Eliminates non-guidance functions and revitalizes a professional identity.
 3. Provides a tool for program management and accountability.
-

Source: Utah State Office of Education (1998)

What are the roles of faculty, counselors, administrators and others?

In a school with a comprehensive guidance program, administration, faculty, and staff *understand* and *support* the program. In addition, all teachers, administrators, and staff assist in program delivery to ensure every student receives the services he or she needs as follows:

Counselors' Role*	Provide proactive leadership required to ensure every student is served. They manage the comprehensive program and coordinate strategies and activities with others (e.g., teachers, parents, community agencies, business representatives) to meet the stated goals and standards/competencies.
Teachers' Role	Serve as partners with counselors. They develop and infuse guidance activities into the instructional program that are integral to good learning, <i>not</i> extraneous, disconnected added material. Teachers may serve as advisors and mentors as well as other roles.
Administrators' Role	Provide leadership in developing the program and in the ongoing program improvement. Administrators provide continuous support and emphasize the importance of the program to others. They promote cooperation between counselors, faculty and others. They also provide facilities, resources and allow time to facilitate the program process.
Parents' Role	Work cooperatively with school personnel in delivering the program. They serve on committees and provide links to the community by communicating program goals to others.
Students' Role	Actively participate and assume responsibility for meeting standards/developing competencies. They will be able to identify the skills, knowledge and attitudes they have gained in structured guidance sessions.
Business/Community Representatives' Role	Representatives from Business and Industry and others in the community serve on committees, talk with classes, act as mentors, provide financial support and generally serve as partners in the education of youth.

* Above roles have been adapted from Tucson Unified School District Program Handbook (2000–2001) (with additions).

Example: Cypress High School

The following is an example of how a school developed a comprehensive program.

After 3 years of reorganization, Cypress High School teachers and students liked their new curriculum and block schedule. Teachers had worked hard to update their skills and techniques to teach in the extended time blocks to better help students achieve. They also built new curricula based on national standards. While there were many improvements, there were still many problems such as student absenteeism, high drop out rates, and poor attitudes. The school leadership team began to explore ways to address such problems and decided to set up work committees of all school members to investigate solutions. Each team explored different ways other schools had solved similar problems.

As they explored their problems, it became apparent that they needed to redirect and expand student services to target specific problems. In addition, they realized that some students received lots of assistance while others fell through the cracks. The Comprehensive Guidance Program seemed to be an excellent vehicle to deliver services to all students.

The principal and counselors provided the leadership in developing the program with help from the State Department of Education. They were delighted to learn that Comprehensive Guidance Programs are being encouraged by most states and many national organizations. They also learned there are a number of resources available as well as other state and national supports such as conferences and in-service activities.

Mr. James is the lead counselor at Cypress High School. In the past, he and the other two counselors barely had time to address crises and no time to develop and coordinate preventive programs. Despite a counselor-student ratio of 1:500, they were often asked to substitute for absent teachers and were assigned other duties, including bus duty and lunch duty, when other teachers only had one duty. Teachers complained counselors “did nothing,” and yet counselors felt overburdened and unhappy they were not able to do the work they were prepared to do.

Before they began discussions about finding ways to help students develop in positive ways, most faculty members believed student problems generally fall into the guidance or administrators’ domain. When the counselors presented their findings from the task/time audit they had done, the faculty and administration were amazed at counselors’ responsibilities and heavy workload. They also realized that most teachers did not know what a counselor is *supposed* to do. When the American School Counselor Association (ASCA) standards and recommendations were distributed to the faculty, they began to understand the role of the counselor. For example, to most teachers, scheduling students into classes seemed appropriate, but after discussion, they realized scheduling is a clerical task, just as the development of the Master Schedule is an administrative duty. The counselors’ job is to help students understand their choices and the implications of their choices.

When they began the work of deciding how to deliver guidance duties, they realized counselors can not possibly meet all the guidance needs of every student. It was also clear that many guidance services can and should be infused into curriculum across all subject areas, without burdening teachers, and in ways that improve their curriculum. Thus, they began to build a plan to help all students in their academic, career, and personal/social development while enriching their teaching and the curriculum.

This book is designed to describe a Comprehensive Guidance Program and provide steps for schools to follow in planning, implementing, and evaluating these programs. The example of the fictitious Cypress High School is offered to describe such a program.

Chapter 2: Planning the Comprehensive Guidance Program

(Parts of this chapter are adapted from Maddy-Bernstein & Matias, 1998 and Maddy-Bernstein, Draft, SREB Site Guide, 2001.)

Good programs do not happen by accident but result from the cooperative planning and hard work of educators who want to improve their school or school district's impact on their students' lives. This chapter addresses a planning process for changing schools.

Managing School Change

Educators have much to learn from research on successful school improvement efforts. They can learn *how* to facilitate change as well as the pitfalls to avoid. Researchers at the Southwest Educational Development Laboratory (SEDL) have studied effective school change for a number of years. Their years of research give us basic guidelines for promoting effective change and provide the Concerns Based Adoption Model (CBAM) (Hord et al., 1987) to guide the efforts of school leaders.

CBAM is based on the following principles that school administrators, counselors, teachers and every person in a position to effect change in education should understand and apply.

Change is . . .

- A process, not an event (a developmental growth process);
- Accomplished by individuals, not institutions;
- A highly personal experience; and
- Best understood in operational terms.

Change is a process, not an event.

When educators understand this basic tenet of the change process, they are able to avoid many common problems. Consider the following example:

Example

The superintendent and school board of a school system where low morale had been prevalent for some time hired a consultant to work with all the district teachers and administrators during a *half-day workshop* prior to the beginning of school. They laughed a lot, explored strategies to solve problems attributed to low morale, and everyone left with a good feeling and hopeful they would be able to solve some of their problems. As weeks passed and district educators were caught up in the day-to-day problems of their work, there were no further efforts to tackle their problems. Later, when morale had not improved, the superintendent and school board members were baffled that their in-service program had failed and blamed the problem on the consultant.

Clearly, any major change in an education system occurs over time, and may take a number of years. Understanding this simple tenet is basic to the entire process of changing education and has many ramifications. To implement any new program successfully, there must be

- A well-planned, comprehensive, long-term professional development program in place;
- Professional development based on *identified needs* of people responsible for implementing the program;
- An established procedure to monitor progress and identify problems that might hinder implementation; and
- A means to avoid placing great demands on teachers until they are able to absorb current changes.

Change is accomplished by individuals.

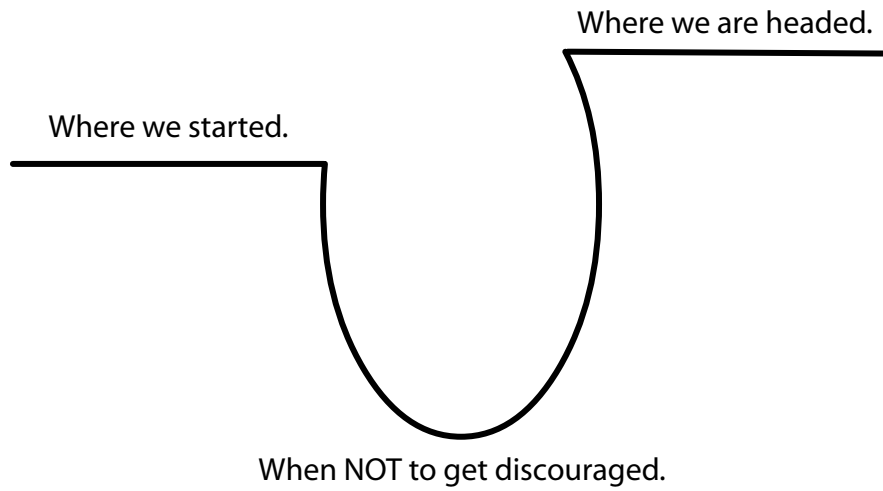
While any one person or group of people may believe some reform or innovation will vastly improve their school, those who will be charged with implementing the program will ultimately be responsible for its success or failure. Successful leaders of school change know their first task is to get buy-in from as many of those front-line people as possible.

Change is a highly personal experience.

At some time or another, most educators who have tried to implement new programs have been frustrated and probably even annoyed with colleagues who resist and perhaps even block efforts to implement a new program. While many believe an educator's focus should be on helping students, any change in school may greatly increase the work of teachers and staff and result in their discomfort. Successful leaders understand people fear change, and they address the personal feelings of all those involved up front. People must be comfortable with a new program before they can accept it and work to implement it.

Caution!

Even when a new program is carefully planned and implemented, some problems and confusion will occur. During the implementation phase of any major change, it is very important for educators to understand there will almost certainly be some degree of upheaval and confusion. This time has become known as the "implementation dip" (SEDL, *Leadership for Change* [Transparency IX.9], adapted from Busick & Inos, 1992) (see Figure 1). These periods are usually marked by complaints, discouragement, and questioning the wisdom of the change. In most cases, once the problems are addressed, adjustments made, and the new techniques and/or materials learned, the confusion will subside and a new routine will be in place; however, it is important for those in charge to monitor progress and quickly address concerns or questions of teachers, students, parents, and others with interest in the program.

Figure 1: The Implementation Dip

Source: *From Leadership for Change* (Transparency IX.9) by Southwest Educational Development Laboratory, Austin, Texas.

Seven Stages of Concern

CBAM defines seven stages of concern that individuals experience as they progress through the planning and implementation phases of change. The stages are characterized by their expressions of concern at the various stages. Understanding the stages people pass through in accepting a major change in the way they work helps leaders to know

- how to present the new concepts,
- when to move to new information, and
- where people are in their progression through the steps to change.

Table 4 presents information about the seven stages, which are grouped into 3 phases according to how people proceed through change.

The first steps are very personal to those who are affected by the change. At this stage, people are concerned with how the changes being processed will affect them. It is very important that leaders listen to concerns and provide support and assistance *to the person* rather than move too quickly to the next phase when people are still very uncomfortable.

Once faculty and staff understand the basic concepts of the new program, they move to the second phase when they begin to focus on the tasks involved and mechanics of the program. They begin to worry about the students and how to get the information into play rather than how it might affect them. In other words, they have to feel secure.

During the final phase, people begin to focus on improving the program. Unfortunately, many programs fail because people never get to this stage.

To fully understand CBAM and its uses, review the resources available from Southwest Educational Development Laboratory (SEDL). (See Resources for complete contact information.)

Table 4: Typical Expressions of Concern about the Innovation

	Stages of Concern		Expressions of Concern
Impact	6	Refocusing	I have some ideas about something that would work even better.
	5	Collaboration	I am concerned about relating what I am doing to what other instructors are doing.
	4	Consequence	How is my use affecting kids?
Task	3	Management	I seem to be spending all my time in getting material ready.
	2	Personal	How will using it affect me?
Self	1	Informational	I would like to know more about it.
	0	Awareness	I am not concerned about it (the innovation).

Source: *From Leadership for Change* (Transparency H.6) by Southwest Educational Development Laboratory, Austin Texas.

Planning the Program

The following strategies are taken from a number of sources including the National Occupational Information Coordinating Committee (NOICC) *National Career Development Guidelines: K–Adult Handbook*, the Southwest Educational Development Laboratory’s *Leadership for Change* training materials, the former National Center for Research in Vocational Education (NCRVE), and the American School Counselor Association publications.

Appendix E contains forms to help guide planning and implementation.

Steps for Planning a Comprehensive Guidance/Counseling Program

1. Establish a leadership committee and working subcommittees.
2. Create an advisory committee.
3. Develop a school-wide vision for a comprehensive guidance/counseling program (in line with the school/school district's vision and mission).
4. Assess student needs.
5. Assess the status of the school's guidance/counseling program.
6. Determine priorities.
7. Establish standards and competencies.
8. Identify resources to support program planning and implementation.
9. Provide continual staff development.

1. Establishing Leadership Committees and Subcommittees

Schools should establish a leadership (or steering) committee with membership that includes as many stakeholders as possible. Moreover, the leadership committee should include a number of people who are clearly committed to change and are in a position to effect change (e.g., administrators; teachers; counselors; support staff; business and community representatives, especially major employers; students and student advocacy groups; parents; and representative from postsecondary institutions). Leadership team members form subcommittees or work teams, each of which is responsible for recruiting members to assist in planning and implementing the work assigned. People who will be involved in implementing the program must be involved in the development of the program.

Having community leaders on the leadership committee enhances marketing efforts about the new program. Such leaders also are often able to tap human and financial resources that are unavailable or unknown to educators. It is important to remember that the people who will make a commitment to being involved in *implementing* the program must be *involved in the development* of the program. Additionally, included should be those with the influence to make the initiative fail because excluding them is a plan to fail.

The importance of involving critical individuals in committee work cannot be overstated. These individuals frequently ask the hard questions that lead to more agreement than would otherwise be possible. In addition, often, those who have been transformed from critics to staunch program advocates become the program's best allies.

Establishing Subcommittees

Subcommittees, or "working committees," are established to tackle different tasks. These may include:

- drafting the vision for others to approve after wide-ranging discussion among the group,
- adapting assessment surveys from the many that are available, and
- developing surveys to determine what work is already being done in various classes, etc.

Even though each school will need to determine from the goals and priorities they set how subcommittees/working committees will be chosen and the work they will do, here is what one school did.

Example

In Muskogee, Oklahoma, the principal of Tony Goetz Elementary School called on the faculty to work together to improve outcomes for their students. Their first step was to identify problems or barriers to children learning. After much discussion, *they formed committees to investigate other elementary schools' successful restructuring efforts*. After many months of study and discussion, they decided they needed to help their students connect their studies to real life. To accomplish this, they determined they would need to do the following:

- Help students understand the world of work.
- Concentrate on students' personal/social, academic and career development.
- Adopt new teaching techniques that encourage students to actively participant in all learning.
- Engage all parents and the community in teaching children.

Today a visitor in the school will see virtually every child in every classroom actively involved in learning activities. They work with business people who visit their classes. They go into the community, learning about real work, the economy, and a plethora of information. They learn math through real life activities such as shopping for things they would like to buy and measuring fertilizers for plants. In science, they may work with the City Park Manager to learn about plants by direct involvement in park maintenance. The social studies teacher may take a class to the local super market where students learn about farming, transportation, the economy, and much more. Students continually explore careers related to their studies, including the education level needed to do those jobs, where they might get that kind of education, etc.

Many parents and community people visit the school to discuss how they use various subjects in their jobs. A police officer describes using geometry to determine how a traffic accident occurred, the importance of having good computer skills in police work as well as the need to communicate well in dealing with the public and testifying in court. Students also apply for jobs in the school, go through the hiring process and give up recess time to work. The custodian, cafeteria workers, secretaries, administrators, and teachers supervise their work. They may use the special "money" they earn to buy from the school's store, which is stocked with donated items. Of course, students stock shelves, work the cash register, keep time sheets, and do bookkeeping and myriad of other activities.

All the while, school visitors, teachers and the counselor connect these real-life lessons with citizenship, good behavior, and the work ethic.

After only *one* year of focusing all schoolwork on real life, school staff reported the following outcomes:

- 88% of the 4th and 5th grade students chose to be a part of the jobs program, completed the necessary paperwork, and were hired.
- 90% of the students felt this program helped them to be better students.
- 90% felt that this experience would help them make better decisions in the future regarding career choices.
- 17% drop in behavior problems in just one year.

In addition, math scores improved 9.4%, and reading scores were up by 4.8% on national standardized tests.

Tony Getz Elementary School has earned many honors because they changed their entire approach to learning. Getz Elementary is a U.S. Department of Education Exemplary Career Guidance Award.

For more information, contact Pam Bradley, Principal, 2412 Haskell Boulevard, Muskogee, Oklahoma 74403; (918) 684-3810.

2. Creating an Advisory Committee

An Advisory Committee is essential to program success. Recruit members who represent faculty, employers, the community-at-large, parents, students, administrators, and others who have an interest in the outcome of the program. The Advisory Committee does just that—it serves in an advisory capacity and provides support for the program. (The leadership committee are people who will be directly involved in the day-to-day program.)

Just as when selecting the Leadership Committee, it is helpful to have people on the Advisory Committee who can help market the new program and who may tap resources unavailable or unknown to educators. Regular, meaningful meetings—with agendas and notes distributed to members after the meeting—will provide further enrich the success quotient for the program.

3. Determine Your Vision

Once the committees have been established, school leadership should re-visit the mission and vision of the school and the school district to ensure planning will support and advance these goals and values. School leadership should also cast a wide net in order to generate buy-in from educators, parents, students and the community to the extent possible in this early stage.

Should the school not have a viable vision, then one should be developed before a comprehensive guidance program is developed. School leaders should enlist the help of school personnel, students, parents and the community to determine what everyone expects their schools to do for students.

Mission = Purpose

Vision = Picture

SEDL 1992

What is the difference between a mission and a vision? According to researchers from the Southwest Educational Development Laboratory (SEDL, 1992), “mission” relates to the purpose, while “vision” relates to the picture of what the school or district wants to attain. Therefore, the *mission* statement encompasses the reason for the school/school district’s existence, that is, what it strives to do. The mission statement then provides the base for developing a vision. The school exists for a reason, and the *vision* is the incentive or

motivation to work toward a future-oriented goal.

The mission and vision of a guidance program should support and advance those of the school and the school district.

A vision statement should be:

- Future-oriented.
- Likely to lead to a clearly better future for the students.
- Consistent with the school and district's purpose/mission.
- Clear and concise.

Example

The Volusia (Florida) School System's vision statement is

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

The Career Connection Guidance Program's vision statement is

The Career Connection Program will develop maturity and work ethic in students and instill in them the belief that they will be able to use and apply what they learn in school to the real world.

Developing Your Vision Statement

Exercise for Visioning

- What seems impossible for us to do that, if we could do it, would positively alter outcomes for our students?
- Why?
- What current situation is hindering us from doing this?

4. Assessing Student Needs

It is critical to determine student needs by administering a comprehensive, well-constructed assessment. While whole-school comprehensive assessments take a great deal of time, resources and coordination, there is no substitute for a process that ensures program improvement based on input from all those with a stake in the outcome—in other words, parents, community members, teachers, administrators, and importantly, the students themselves.

Documenting student needs also gives the guidance program a framework from which to build the program and provides a rationale for the curriculum. On the other hand, not having documentation about needs or current conditions leaves the new program open to criticism for failing to help students.

There are resources to help school personnel design the needs assessment to survey various groups (e.g., parents, teachers, students). Frequently, school personnel will use the ASCA standards or the National Occupational Information Coordinating Committee (NOICC) competencies as the base for these surveys. School personnel also can design their own instrument, but should be careful to cover the full range of possible needs to avoid skewing the results.

5. Assessing the Status of the Current Guidance Program

A comprehensive assessment of the current guidance program is essential. The goal of such an assessment is to take stock of the program's real resources, needs and strengths. A thorough assessment highlights *where gaps exist* thus help the committee members focus their efforts for maximum benefit to all concerned. Necessary components of the assessment include:

- Conducting an audit of all current guidance services offered by counselors, faculty, and others; and
- Conducting an audit of each counselor's time. (This audit of counselor time is an ongoing process.)

A number of publications include guides and instruments for assessing the guidance and counseling programs, such as the American School Counselor Association's guide for implementing national standards and the NOICC handbook on the National Career Development Guidelines. (Appendix C contains the Utah Self-study for High School Guidance Programs and Appendix D contains an Audit form.)

Developing the Written Program

- Determine priorities.
- Review the ASCA/LA Standards (Appendix A) or develop own standards.
- Select competencies or indicators from ASCA/LA or self-develop.
- Determine delivery system: how *every* student will be taught each standard and related competencies (and by whom).
- Determine *how* to verify every students mastery of competencies.

6. Setting Priorities, Standards, and Competencies for the Comprehensive Guidance Program

School personnel use the findings of the needs assessment to establish priorities. These priorities then become the basis for the guidance counselors' work, as well as those who deliver the guidance program. Counselors benefit because job descriptions clearly define their work. For example, established priorities benefit counselors in the following ways:

- Tasks such as scheduling and administrative details are reassigned;
- Students, faculty and parents understand the work of the counselor;
- Administrators are able to offer sound reasons for additional budget for guidance; and
- School board members get a rationale for establishing policies to support the work of counselors.

In Louisiana, educators can select from Guidance Standards, which are adapted from the ASCA Standards, to

address the identified student needs. The Standards are inclusive and fit the vast majority of identified needs. School personnel can develop a new standard if needed. Next, school personnel can select student competencies listed for each of the ASCA/Louisiana Standards.

Everyone in the school, especially students, reap the benefits of a well-defined, needs-based program. (See Table 3, Benefits, p. 10.)

Determine Delivery System: How *Every* Student Will Be Taught *All* Competencies

The next steps are to decide

- what counselors, teachers and others are doing now to help students gain the competencies,
- what needs to be addressed,
- what areas are being addressed, and
- who will do the activities, when, and for whom (grade level/class).

When determining the delivery system:

- Review the ASCA Standards (Appendix A), National Occupational Information Coordinating Committee (NOICC) Guidelines (Appendix B) and/or develop your own standards.
- Select competencies or indicators that match priorities from ASCA, NOICC Guidelines or your self-developed program plan.
- Determine how—and by whom—*every* student will be taught each standard and the related competencies.
- Determine *how* to verify every student's Mastery of Competencies.

7. Establishing Standards and Competencies

A written program plan has standards and competencies, as well as strategies or activities, and lists those responsible for helping students gain the competency and what the assessment will be to verify mastery. Fortunately, educators have a number of resources to facilitate this work. For example, many state education agencies, districts and schools base their comprehensive guidance programs on competencies spelled out in the National Occupational Information Coordinating Committee (NOICC) National Career Development Guidelines (Kobylarz, 1996). Others have adopted the ASCA Standards. Both the Guidelines and the Standards are similar and are well researched, field-tested and can facilitate program development.

For example, educators can match identified student needs with the ASCA Standards. ASCA Standards are inclusive and will fit an array of needs. The wording has been refined and competencies are in place, leaving school personnel to decide who will assess and *how* each competency will be addressed.

The Louisiana Career Options Law (Act 1124)

A Comprehensive Guidance Program addresses the Academic, Career and Personal/Social needs of students. The Louisiana Career Options Law (Act 1124) provides Louisiana educators a sound basis for designing indicators to address the Career Standards most young people require in middle and high school. Many middle and high school students are in programs to help them gain the skills they need to make wise career choices.

Selecting Activities for Every Goal

Next, educators select activities for teaching students the selected competencies. Many resources containing activities are available for counselors and faculty to use in choosing and teaching competencies. Some examples of resources that contain activities include the Louisiana *Teaching and Educational Advisors and Mentors (TEAM): Teacher Assistance Manual* produced by the Louisiana Department of Education (no date); decision-making activities (purchased or school-developed)—as well as a wide array of other information. (See Table 5.)

Reminder: Teachers and counselors are frustrated because their workloads continue to increase without relief. When schools follow a well-developed plan that was built by all school personnel, there is no time or place for new/add-on activities unless they clearly relate to a standard (based on an identified need). If the staff agrees they need to adopt a new activity, it should replace an ongoing activity.

Assessing Student Outcomes

A critical component of the plan is the expected result. This portion of the plan defines how students' competency attainment is measured and recorded. Such records may be maintained through files, student portfolios or computer data programs. Often, when schools have faculty advisers, the teacher-adviser keeps the information.

It is important to stress competency attainment of records. The method should be considered during planning.

Program Evaluation

Programs require a means of continuous program evaluation that educators must determine during the planning stage. Evaluation allows school staff and others to know how well the program is working and what needs to be adjusted. There are no “right” or “wrong” ways to measure outcomes. Outcomes must be measured and the methods for doing so must be considered during planning.

There are many ways to determine if the program is working. Results may not appear for two or three years. Possible outcomes to measure include:

- Are there fewer discipline problems?
- Do students' behaviors reflect learning?
- Do students enroll more frequently in high-level classes?
- Are more students planning to continue their education in a postsecondary school?
- Are more students staying in school?

When planning program evaluation, baseline data is essential. For example, if improved student discipline is a measure, the school will need to record discipline problems the year prior to starting the program in order to establish whether there has been an improvement.

Example

Cypress High School's needs assessment findings alerted school personnel to the problem of large numbers of students making poor class selections (e.g., selecting less challenging courses) thus limiting their futures. The findings also identified teenage drinking and teen parents as other major problems. Upon reviewing the State Standards, they believed their first goal would be to help students learn how to make better choices and decisions. (Note: This is an example of only one of the *many* identified needs established by the CHS staff.)

1. Need identified:

improved decision-making in all areas

2. Searched the LA/ASCA model to:

- Select Broad Area/Domain Social/Personal Development
- Select Standard Standard/Goal B: Students will make better choices and decisions, set goals, and take necessary action to achieve goals.

3. Select competencies:

Students will

- Use a decision-making and a problem-solving model;
- Understand consequences of choices and decisions;
- Identify alternative solutions to a problem;
- Develop effective coping skills for dealing with problems and making decisions;
- Know how to apply conflict resolution skills;
- Know when peer pressure is influencing a decision;
- Identify long- and short-term goals;
- Identify alternative ways of achieving goals;
- Use persistence and perseverance in acquiring knowledge and skills; and
- Develop an action plan to set and achieve realistic goal.

Table 5: Action Plan: Developing and/or Implementing a Comprehensive Guidance/Counseling Program

School Name: _____

Vision Statement: _____

Standard # ____: _____

Competency	Steps/Strategies/Activity	Responsible Person	Target Dates	Assessment
1)				
2)				

Exercise: Design an action plan for the development and/or implementation of your comprehensive guidance/counseling program.

Note: As educators begin any new program, they must work within the bounds of their overall school improvement plan and district plan. Fortunately, comprehensive guidance programs have produced desirable outcomes that will usually address the majority, if not all, of a school's improvement goals.

Chapter 3: Program Implementation and Maintenance

Much of the information in Chapter 3 is based on the Tucson (Arizona) Unified School District K–12 Guidance and Counseling Handbook.

Steps for Implementing and Assessing a Comprehensive Guidance/Counseling Program

- Establish timelines.
- Follow the vision.
- Create a calendar.
- Establish Counselor/Principal Agreements.
- Establish a well-defined delivery system.
- Involve faculty, parents and the community in activities.
- Determine counselor staffing patterns for their work (i.e., Guidance Curriculum, Individual Planning, Responsive Services, and System Support).
- Document program results and identify barriers.
- Create assessment system.
- Develop a public relations program.

Timelines

A major change in an education system occurs over time, and may take a number of years. Variables include the size of the school, time allotted for planning, and the number of people involved. Generally, the planning stage for a comprehensive guidance plan will take a year. Full implementation may take 5–7 years. Evidence of improved outcomes may take longer.

Decide the Degree of Implementation

Schools may either phase in the comprehensive guidance program one standard at a time or fully implement the entire program with all standards and competencies in place. Regardless of the decision, similar procedures would be followed.

Reminder: Schools choosing to phase in the program should begin with a timeline for full implementation.

Follow Your Vision!

Schools and school districts must stay focused. A shared vision will provide structure to keep educators on track and help them avoid add-on or less relevant activities. The guidance program's vision statement should be an extension of the school's vision, just as the school's vision should relate to that of the district. The vision also helps establish priorities.

Educators should display and frequently use the vision statement or a slogan based on the vision. For example, educators in Volusia (Florida) School System developed the slogan *Linking Learning to Life* to represent their vision that the program *will develop maturity and work ethic in students and instill in them the belief that they will be able to use and apply what they learn in school to the real world.* They prominently display their slogan in as many places as possible, such as banners, coffee cups, note pads, pencils, and other items. Thus, the slogan serves as a reminder to educators, students, parents and others. All school activities, including the purchase of new resources, in-service programs, field trips, senior projects and other activities have a common theme.

Create a Calendar

Unless educators manage their time wisely, the best of plans go awry. Scheduling the guidance and counseling activities for the school year helps educators stay on task. The following are suggestions for establishing the calendar:

- Set times for all major guidance activities.
- Set regular meetings of the Leadership Team and the Advisory Committee.
- Set dates and times for counselors and teachers to team-teach activities to classes.
- Select dates for assessing progress (e.g., surveys).
- Establish ongoing professional development times.

Counselor/Principal Agreement

The school principal and counselors will develop a written agreement. The district guidance supervisor should audit the agreement to assure compliance. The agreement should include:

- The priorities, standards and competencies students will achieve.
- A section for the counselors assigned duties.

(See Counselor/Principal Agreement Form, Table 2, p. 7.)

Example

Bayou Middle School began partial implementation of their comprehensive guidance program during the 2000–2001 school year. The first year was also a field test for full implementation to begin in fall of 2001.

They used many resources to help them to plan the program, including adapting Assessment Worksheets from the ASCA handbook on implementing school standards* and the Louisiana standards for school counselors.**

Year I Priorities

Identified Student Needs: Improve self-concept;
Increase respect for others; and
Learn self-control.

They selected the following standard and student competencies from the Louisiana standards:

Domain/Area: Personal/Social Development

Standard: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Competencies:

1) Acquiring Interpersonal Skills

Students are expected to

- recognize everyone has rights and responsibilities;
- recognize, accept, respect, and appreciate individual differences;
- respect various points of views;
- use effective communication skills;
- know that communication involves speaking, listening, and nonverbal behaviors; and
- learn how to make and keep friends.

2) Acquiring Self-Knowledge

Students are expected to

- develop an understanding and acceptance toward self as a unique and worthy person;
- identify values, attitudes, and beliefs;
- learn the goal-setting process;
- distinguish between appropriate and inappropriate behaviors; and
- identify personal strengths and assets.

All forty-eight of Bayou Middle School's teachers agreed to infuse the appropriate guidance competencies into their curriculum. Counselors provided a number of resources to the faculty to aid their selection of activities appropriate to their students' age and grade level. They also addressed needed competencies. Counselors and teachers will team-teach some activities while teachers or counselors conduct others. The following are *selected activities from the complete written plan*:

Activities:

English Teachers: The English curriculum will address all competencies above. Teachers will work with students through structured class discussion, selected literature to emphasize these competencies, writing assignments and other creative projects.

Counselors: Counselors will address all competencies by providing resources to teachers; discussing results of interest inventories and other assessments with emphasis on the wide array of strengths each person has; group and individual counseling with students focusing on improving self-concept; helping parents to understand the need for good self-concept, etc.

Math Teachers: Class speakers (especially women, people with disabilities, and role models) are invited to discuss how they use math in their jobs with emphasis on their strengths and overcoming shortcomings.

For example, in seventh grade, English teachers will help students

- develop an understanding and acceptance toward self as a unique and worthy person;
- identify values, attitudes, and beliefs; and
- distinguish between appropriate and inappropriate behaviors.

Materials/Resources:

- “Something Special about Me” Unit (provided by counselors)
- “The Real Game!” – Material from ACT
- Literature selected by teachers

Example Activities:

- Class discussion (using resources provided)
- Classroom activities (using resources provided)
- Classroom speakers
- Assignments (e.g., personal strengths: class project with options to write a poem about your strengths, make-up and perform a play or skit, make up and perform a “rap” song about your strengths, make a commercial selling your strengths)

Documentation:

Students will record their competencies in a portfolio kept in central location. Teachers, counselors and parents will assist students in keeping their portfolio.

* Dahir, C.A., Sheldon, C.B., & Valiga, M.J. (1998). *A Vision into Action: Implementing the National Standards for School Counseling Programs*. Alexandria, VA: American School Counselor Association Press.

** Louisiana Department of Education. (1998). *Louisiana School Counseling Model*. Baton Rouge, LA.

Delivery System

A delivery system refers to the means that guidance services are available to students. Generally, schools select a means of delivery that complements the talents of their staff, addresses the needs of their students, and utilizes their resources. Schools can change their guidance delivery systems with a minimum of confusion. It is helpful to review different systems from time-to-time to determine if there are better ways to serve students.

The comprehensive guidance program model assumes a total school involvement. When schools adopt comprehensive guidance programs, they find many ways to deliver services.

Note: Most of this guide refers to infusing guidance into the curriculum, but schools may also elect to use educators as advisors or a combination of the infusion and advisor systems.

Curriculum Infusion is a system where teachers infuse guidance competencies into their curriculum in a systematic, organized manner that also enriches their curriculum. Counselors provide leadership for these programs and serve as consultants, team teachers, resource people, and coordinators. Good curriculum infusion programs have certain characteristics:

- They are highly structured with standards, competencies, and outcomes clearly delineated and tracked.
- Teachers help plan the program.
- Administrators strongly support the program.

- There is a high quality, ongoing professional development program.
- Counselors are coordinators, consultants and resource people for teachers..
- Guidance competencies enrich the curriculum.
- Teachers have detailed lesson plans that include guidance competencies.

Teacher Advisors. In many middle and high school comprehensive guidance programs, teachers *and* administrators serve as student advisors to provide guidance services. Schools also find advisory periods are excellent times to deal with special issues. For example, Zapata High School (Zapata, Texas) staff used their advisory period prior to spring break to address drinking and driving. (The Zapata program is an advocacy program wherein teachers learn to advocate for the students in their care). Frequently, advisors are very special to their student advisees. Schools report they help students stay in school, select a more rigorous program, plan for their future, and learn to make good decisions in a variety of ways. Some students feel their advisor is the only person in their school who cares about them as a person.

In recent years, some advisory programs have not produced expected outcomes because they lacked good planning and ongoing assistance. Clearly, like infusion programs, good advisory programs have certain characteristics:

- They are highly structured with standards, competencies, and outcomes delineated and tracked.
- Advisors helped plan the program.
- Administrators strongly support the program.
- Advisors have a high quality, ongoing professional development program that provides instruction and clarifies the advisor and counselor roles.
- Advisors meet annually with students and parents to prepare, review and, if needed, revise their four or six year plan.
- Counselors are coordinators, consultants and resource people for advisors.
- Teachers and other professional staff, *including* administrators, are advisors.
- Advisory groups meet regularly for 60 to 90 minutes, usually bi-monthly.
- Advisory periods are strictly guarded (e.g., not a time to study or make-up tests).
- Advisors have detailed lesson plans for each session.
- Advisors have a small number of advisees, preferably 16 or less.
- Advisors keep the same students during their years at the school.

Counselor Staffing Patterns

Middle/junior high and high school counselors choose staffing patterns to fit their individual talents, resources, and student needs. They also decide who is responsible for specific program components. Some examples of these are listed below.

Students assigned by

- Alpha
- Grade level

Program component responsibilities divided by

- Domain/area

- Grade levels
- Counselor strength

Counselors work in the following four areas:

- **Classroom Guidance Curriculum:** Teachers, counselors and others help students acquire competencies through classroom and other planned group activities.
- **Individual Planning:** Parents, counselors, teachers and others interested in the student's future help develop an academic plan and career plan through structured activities including advisement, assessment, placement and follow-up.
- **Responsive Services:** Counselors primarily deliver these services by helping students who face obstacles that interfere with their personal/social, career, or educational development through prevention and intervention programs, personal and group counseling, crisis response, consultation, and referral.
- **System Support:** Administrators, counselors and others manage activities that establish, maintain, and enhance the total guidance program and the total school program. These activities may include research and development, professional development, staff /community public relations, committee/advisory boards, community outreach, program management, and fair-share responsibilities.

Suggested Allocation of Total Counselor Time (Percentages)

	Elementary	Middle/Juor High	High School
Guidance Curriculum	45–50	25–35	15–25
Individual Planning	5–15	15–25	25–35
Responsive Services	20–30	30–40	25–35
System Support	10–15	10–15	15–20

Source: Tucson Unified School District K–12 Guidance and Counseling Handbook

Public Relations

Public relations begin with a clearly defined guidance program that school staff articulate to students, parents, teachers, and others in the community. Defining and articulating the program will result in a positive image of counselors, the guidance program, and the school in general.

Faculty, parents, students, and even administrators may have misconceptions about guidance programs that a well-defined comprehensive program can dispel. This program clarifies that school counselors work with all students *not* just student class schedules or college bound students.

Public relations often improve when schools implement comprehensive guidance programs because, by their very nature, they involve students, faculty, parents, and many others from the beginning. Schools with a comprehensive program have a constant flow of information, have faculty and staff involvement, and have counselors with a high level of visibility.

Schools reap many benefits from a continuous flow of information and community involvement. Staff should work to keep the school community and public apprised of the guidance program as well as other school programs.

Assessment

Assessment System

Program growth and improvement stem from an assessment system. School staff predetermine the means of assessment during the planning stage and predetermine the improvement of the process as they proceed through implementation. The overall program success is determined by the following:

- **Advisory Council** reviews program results and make recommendations.
- **Needs data** contains information on student needs, which is the basis for the priorities, standards and competencies.
- **Counselor and teacher evaluations** document the success of the personnel responsible for the guidance program.
- **Student results** determine the level of competency attainment by the students.
- **Program evaluation** provides overall guidance program evaluation at the school and district level.

Document Results

School accountability is increasingly important to policy makers and the public. Counselors and others who deliver guidance services must monitor progress and barriers and report results.

Some forms of counselor documentation include:

- Counselor logs,
- Lesson plans,
- Master calendar,
- Student competency attainment,
- District reporting system, and
- Other information pertinent to standards, such as school attendance, graduation rates, disciplines problems, improved test scores, and more students taking advanced classes.

Example

Standard (with competencies/activities): To improve student behavior.

Documentation: A comparison of the number and kind of behavior problems by the month, semester, or year.

Professional Development: An Essential Element

Well designed, targeted professional development is an essential component of planning, implementing, and assessing the comprehensive guidance and counseling program. The professional development program must be

- Driven by a coherent long-term plan (e.g., time, budget);
- Responsive to the *identified* needs of all those involved in planning, implementing, and assessing

the program;

- Planned collaboratively by those who will participate in and facilitate the planning, implementation, and assessment; and
- Allowed the time and other necessary resources (e.g., funding) to meet all the needs of those who will participate in and facilitate program planning, implementation, and assessment.

Effective education leaders understand the need for professional development activities designed to help educators move through all stages of program planning and implementation (see Table 4, p. 16) in the Chapter 2 discussion on the Concerns Based Adoption Model (CBAM) (Hord et al., 1987). In the early learning stages, stakeholders need activities that focus on awareness and information. As people proceed through implementation, they may need help with the *how to* dimension. While traditional in-service activities (e.g., speakers, conferences) have their place, less utilized professional development approaches are often more valuable. Suggestions include: site visiting of model programs, mentoring and coaching, and demonstrating new techniques by practitioners engaged in the program. A totally coordinated school effort will link professional development to general needs of school personnel and to specific needs of individuals.

Example

When the principal conducted a counselor's annual evaluation, she learned the counselor was not conducting group counseling sessions, a priority of the school's guidance plan and a requirement in the counselor's job description. A school policy required all school personnel to link the "need to improve" section of their personal evaluation to the personal growth plan for the following year.

He enrolled in a Group Counseling Techniques in-service class offered by the local University during the summer. The school reimbursed the counselor for his costs because the activity fit his personal growth plan.

Institutionalizing the Program

Good programs may fail for many reasons. Educators must build in a continuous improvement process during the planning and implementation stages to ensure systemic change. The following facilitate systemic integration of the guidance program:

- There is a vision for the program.
- There is a written plan based on student needs that serves every student.
- The principal and all administrators fully support the program.
- Students, parents, faculty and others fully understand the program.
- Faculty, administrators, parents, business and community assist in delivering the competencies.
- There are clearly delineated timelines.
- The plan contains provisions for ongoing program review and improvement based on the data.
- A number of people, (e.g., teams, committees) are responsible for the program rather than a few key personnel who "are the program."
- Finally, successes are celebrated.

Conclusion

School reform efforts of the past two decades hinged on more rigorous and challenging curriculum, de-tracking, block scheduling, and other initiatives. Unfortunately, scant attention was given to the increased need for student services that enhance students' opportunities for learning and transitioning to a promising future. Clearly, schools need a coordinated, comprehensive guidance and counseling program to enhance *all* students' chances of succeeding. *The Louisiana Model Comprehensive Guidance and Counseling Program* provides a framework for schools to design a program based on the unique needs of their students.

The Louisiana *Model* stems from the latest research and national standards adapted for Louisiana. Unlike some models that address only content, the *Louisiana Model* addresses how schools plan, implement, maintain and evaluate the *Model*.

Resources

While the Louisiana Department of Education will continue to provide professional development programs to assist district and local educators in improvement of guidance efforts, this document is a resource for their daily use. Its purpose is to guide schools and school districts to plan, implement and evaluate comprehensive guidance and counseling programs at the elementary, middle/junior high and high schools. There are many resources available to counselors and other educators implementing comprehensive guidance and counseling programs in Louisiana. The following additional resources are *essential* to program planning and implementation:

Dahir, C. A., & Sheldon, C.B., & Valiga, M.J. (1998). *Vision into Action: Implementing the National Standards for School Counseling Programs*. Fairfax, VA: American School Counselor Association.

Kobylarz, L. (1996). *National Career Development Guidelines K-Adult Handbook*, the National Information Coordinating Committee. Stillwater, OK: National Occupational Information Coordinating Committee.

Louisiana Department of Education. *Louisiana Counseling Model*. (1998) Baton Rouge, LA: Author

Louisiana Department of Education. *Teachers as Educational Advisors and Mentors (TEAM): Technical Assistance Manual*. (no date) Baton Rouge, LA: Author.

The following additional resources are critical to planning and implementing comprehensive guidance and counseling programs in Louisiana:

Gysbers C. N., & Henderson, P. (2000). *Developing and Managing Your School Guidance Program, 3rd Ed.*, Alexandria, VA: American Counseling Association.

Maddy-Bernstein, C., & Matias, Z. (1999). *A Guide for Improving Career Guidance Programs*. Berkeley, CA: The National Center for Research in Vocational Education, University of California, Berkeley.

Southwest Educational Development Laboratory (SEDL) documents on leadership for effective school change:

211 E. Seventh Street
Austin, TX 78701-3281
Telephone: (800) 476-6861
Fax: (512) 476-2286
Email: webmaster@sedl.org
Internet: <http://www.sedl.org/>

Appendix A: American School Counselor Association Standards

A. Academic

- Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
- Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
- Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

B. Career Development

- Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- Standard B: Students will employ strategies to achieve future career success and satisfaction.
- Standard C: Students will understand the relationship between personal qualities, education and training, and the world of work.

C. Personal/Social Development

- Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
- Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
- Standard C: Students will understand safety and survival skills.

Source: Dahir, Sheldon, & Valiga (1998)

Louisiana Standards for School Counseling should accompany this guide (the *Louisiana School Counseling Model* [1998] available from the Louisiana Department of Education, Baton Rouge, LA.)

Appendix B: National Career Development Guidelines

Competencies by Area and Level

Elementary	Middle/Junior High School	High School	Adult
Self-Knowledge			
<ul style="list-style-type: none"> Knowledge of the importance of a positive self-concept. 	<ul style="list-style-type: none"> Knowledge of the influence of a positive self-concept. 	<ul style="list-style-type: none"> Understanding the influence of a positive self-concept. 	<ul style="list-style-type: none"> Skills to maintain a positive self-concept.
<ul style="list-style-type: none"> Skills to interact positively with others. 	<ul style="list-style-type: none"> Skills to interact positively with others. 	<ul style="list-style-type: none"> Skills to interact positively with others. 	<ul style="list-style-type: none"> Skills to maintain effective behaviors.
<ul style="list-style-type: none"> Awareness of the importance of growth and change. 	<ul style="list-style-type: none"> Knowledge of the importance of growth and change. 	<ul style="list-style-type: none"> Understanding the impact of growth and development. 	<ul style="list-style-type: none"> Understanding developmental changes and transitions.
Educational and Occupational Exploration			
<ul style="list-style-type: none"> Awareness of the benefits of educational achievement. 	<ul style="list-style-type: none"> Knowledge of the benefits of educational achievement to career opportunities. 	<ul style="list-style-type: none"> Understanding the relationship between educational achievement and career planning. 	<ul style="list-style-type: none"> Skills to enter and participate in education and training.
<ul style="list-style-type: none"> Awareness of the relationship between work and learning. 	<ul style="list-style-type: none"> Understanding the relationship between work and learning. 	<ul style="list-style-type: none"> Understanding the need for positive attitudes toward work and learning. 	<ul style="list-style-type: none"> Skills to participate in work and lifelong learning.
<ul style="list-style-type: none"> Skills to understand and use career information. 	<ul style="list-style-type: none"> Skills to locate, understand, and use career information. 	<ul style="list-style-type: none"> Skills to locate, evaluate, and interpret career information. 	<ul style="list-style-type: none"> Skills to locate, evaluate, and interpret career information.
<ul style="list-style-type: none"> Awareness of the importance of personal responsibility and good work habits. 	<ul style="list-style-type: none"> Knowledge of skills necessary to seek and obtain jobs. 	<ul style="list-style-type: none"> Skills to prepare to seek, obtain, maintain, and change jobs. 	<ul style="list-style-type: none"> Skills to prepare to seek, obtain, maintain, and change jobs.

Elementary	Middle/Junior High School	High School	Adult
<ul style="list-style-type: none"> Awareness of how work relates to the needs and functions of society. 	<ul style="list-style-type: none"> Understanding how work relates to the needs and functions of the economy and society. 	<ul style="list-style-type: none"> Understanding how societal needs and functions influence the nature and structure of work. 	<ul style="list-style-type: none"> Understanding how the needs and functions of society influence the nature and structure of work.
Career Planning			
<ul style="list-style-type: none"> Understanding how to make decision. 	<ul style="list-style-type: none"> Skills to make decisions. 	<ul style="list-style-type: none"> Skills to make decisions. 	<ul style="list-style-type: none"> Skills to make decisions.
<ul style="list-style-type: none"> Awareness of the inter-relationship of life roles. 	<ul style="list-style-type: none"> Knowledge of the inter-relationship of life roles. 	<ul style="list-style-type: none"> Understanding the inter-relationship of life roles. 	<ul style="list-style-type: none"> Understanding the impact of work on individual and family life.
<ul style="list-style-type: none"> Awareness of different occupations and changing male/female roles. 	<ul style="list-style-type: none"> Knowledge of different occupations and changing male/female roles. 	<ul style="list-style-type: none"> Understanding the continuous changes in male/female roles. 	<ul style="list-style-type: none"> Understanding the continuing changes in male/female roles.
<ul style="list-style-type: none"> Awareness of the career planning process 	<ul style="list-style-type: none"> Understanding the process of career planning. 	<ul style="list-style-type: none"> Skills in career planning. 	<ul style="list-style-type: none"> Skills to make career transitions.

Source: Kobylarz (1996)

Appendix C: Self-Study for Meeting Comprehensive Counseling and Guidance Program Standards

Information Developed by the Utah State Office of Education Utah State Office of Education, Salt Lake City, Utah

High School Level

Self-Study for Meeting Comprehensive Counseling and Guidance Program Standards

This document is designed to help you determine how your school has progressed in the implementation of the comprehensive counseling and guidance program. When program implementation has progressed to the point that the program standards can be met, the school guidance team will complete this self-study and review it with the district Applied Technology Education Director and Student Services Director for recommendation of an on-site review.

A. Board Adoption or Approval

1. Has a school/district comprehensive counseling and guidance program model or manual been developed, submitted, and adopted by the local district board for approval?
2. Is there evidence of board approval (minutes, agenda, letter, etc.)?
Date of board approval: _____

B. Advisory and Steering Committees

1. What evidence do you have that both an advisory and steering committee have been organized and are functioning effectively?

Evidence of Project Advisory Committee

Frequency of meetings (monthly, quarterly, or semi-annually)

Documentation of utilization (agendas, minutes, etc.)

List Project Advisory Committee Members

Evidence of Steering Committee

Frequency of meetings (monthly, quarterly, or semi-annually)

Documentation of utilization (agendas, minutes, etc.)

List of Steering Committee Members

C. Needs Assessment

1. Implementation
The school has completed a formal guidance program needs assessment.
☐ Yes ☐ No

Data have been gathered from students, parents, and faculty.

The assessment study is not more than four (4) years old.

☐ Yes ☐ No

Date of last formal needs assessment: _____

2. Utilization

Have the results of the needs assessment been used to prioritize counseling and guidance activities?

D. Time Allocation

1. What target time allocations have been established for your guidance program in the following areas? What rationale has been used in determining your target time allocations?

Component	% of Target Time	% of Actual Time
Guidance Curriculum	_____	_____
Individual Planning	_____	_____
Responsive Services	_____	_____
System Support	_____	_____

2. What is the total percent of counselor time currently devoted to direct services to students (Guidance Curriculum, Individual Planning, Responsive Services)?
_____ percent
3. What evidence exists that all counselors are documenting the allocation of time (e.g., daily time logs, weekly/monthly calendars)? Have you built a full-year school guidance program calendar that reflects your target time percentages?

E. All Students

1. Is the program developed to serve all students (including disadvantaged students, students with diverse ethnic or cultural backgrounds, students with disabilities, students with limited English proficiency, and academically talented students)? What evidence do you have to support this?
2. Describe how counselors are meeting with all students during the course of the school year (individually and in small groups). What evidence do you have to support this (average number of times counselors meet with all students, etc.)?

F. SEOP [Student Education and Occupation Plan]

1. Describe the school's SEOP process. Common elements of the SEOP process are...

Coordinated guidance curriculum activities sequenced by grade level in areas of self-knowledge, education and occupation exploration, and career planning;

Individual student assessment: aptitude, interest, and achievement;

Parental involvement: annual individual and/or small group conferences with student, parent, and counselor;

Well-defined objectives: goal setting, plans to attain goals; and

Advisement.

2. Attach a copy of the SEOP [Student Education and Occupation Plan] planning document used by the school. Common elements of the planning document are . . .

Evidence of school-to-work education and career goals;

Written four-year plan connected to a postsecondary goal and an approved sequence of academic and applied technology education courses;

Evidence of Board of Education graduation requirements;

Evidence of student, parent, and counselor participation in the planning process; and

Evidence of SEOP planning process activities.

3. Describe how your school's SEOP process is in compliance with your district SEOP policy and State Statute.

G. Comprehensive Nature of Program

1. Describe activities that have been developed and sequenced by grade level to respond to each of the 12 National Occupational Information Coordinating Committee (NOICC) Competencies. Explain how these activities demonstrate the comprehensive nature of the program (career classes, curriculum areas, counselor presentations, etc.).
2. How are the guidance curriculum activities directed towards the results of the needs assessment? Show evidence of this with samples of lesson plans and materials used by counselors and teachers that address competencies identified as high priority by the needs assessment.

Self-Knowledge Component

- a. Understanding the influence of a positive self-concept
- b. Skills to interact positively with others
- c. Understanding the impact of growth and development

Educational and Occupational Exploration Component

- d. Understanding the relationship between educational achievement and career planning
- e. Understanding the need for positive attitudes toward work and learning
- f. Skills to locate and evaluate and interpret career information
- g. Skills to prepare, seek, obtain, maintain, and change jobs
- h. Understanding how societal needs and functions influence the nature and structure of work

Career Planning Component

- i. Skills to make decisions
- j. Understanding the interrelationships of life roles.
- k. Understanding the continuous changes in male/female roles
- l. Skills in career planning

H. Placement

1. Describe how students are developing job seeking and finding skills.

2. Describe how students access post high school placement information. Resources may include the following:

<input type="checkbox"/> Utah CHOICES	<input type="checkbox"/> Career Center	<input type="checkbox"/> ATE Coordinator
<input type="checkbox"/> Job Service	<input type="checkbox"/> Career Fairs	<input type="checkbox"/> Post High School Tour
<input type="checkbox"/> District Outreach		
3. Describe how students are assisted in their post high school placement—connecting to a “next step” in education and/or training.

I. Responsive Services

1. Describe responsive services available to address the immediate concerns of students. Include prevention and intervention activities/programs developed to address concerns and needs of students as identified by teachers, parents, community members, etc. Some areas of focus may include the following:
 - Dropout prevention
 - Student Assistance Program
 - Peer Leadership Team
 - Community of Caring
 - Character Education
 - Drug and Alcohol—Prevention Dimensions Resource
 - Abuse, grief, loss, death
 - Suicide prevention
 - Individual and group counseling
 - Crisis intervention
2. How has the needs assessment been used in identifying areas of focus for responsive services?

J. Program Articulation

1. Describe the program articulation within the feeder school system.
2. What efforts have the middle/junior high and elementary schools made toward implementing a comprehensive counseling and guidance program?

K. Structural Components

1. Describe the adequacy of the following structural components:
 - Guidance facilities
 - Equipment, computers, etc.
 - Resources, curriculum material (career information delivery systems, assessment materials, occupational information, etc.)
 - Clerical support
2. Explain how you have worked with the school district as well as the school principal to establish a budget that adequately supports the program.

L. In-service Training

1. Has the high school principal attended comprehensive guidance program training?

2. Have all members of the counseling staff and other key staff members (or guidance program team members) completed the comprehensive guidance program training?
3. Describe how you are working to in-service teachers and other key staff on program implementation.

M. Pupil/Counselor Ratio

1. Comment on the pupil/counselor ratio in the school as it relates to the delivery of direct services to students.

N. Additional Comments or Observations

1. Describe current successes of your guidance program as well as goals yet to be accomplished.
2. Are you taking time to evaluate each component of the guidance program?
3. What data do you have which positively support comprehensive guidance program implementation?

The school guidance team has prepared and reviewed this Self-Study.

SCHOOL GUIDANCE TEAM MEMBERS

Administrator Date

Counselor Date

Administrator Date

Counselor Date

Administrator Date

Counselor Date

Developed by the Utah State Office of Education, Salt Lake City.

Appendix D: Comprehensive Guidance Program Audit*

Organizational Framework, Activities, and Time

Conceptual Framework

Definition

- Is there a written statement of the program's mission?
 - For the district?
 - For the building?
- Is there a written framework that describes the program's activities?
 - For the district?
 - For the building?
- Is there a yearly program implementation calendar that lays out the guidance activities to be provided?
- Do school counselors develop and adhere to a weekly schedule?

Rationale

- Is the rationale for the program based on identified student needs, local policy, state and/or federal law, professional research and literature?

Assumptions

- Are the assumptions made about the school counselor's role and responsibilities explicitly stated?

Structural Framework

- Are committees organized and functioning effectively? Do they provide assistance in designing and implementing the guidance program?
- Are the guidance facilities and space adequate to allow for the program activities?
- Is there sufficient staff to implement the guidance program?

Program Components

Guidance Curriculum

- Are guidance curriculum activities sequenced, integrated, and conducted at each grade level?
- Is the guidance curriculum articulated between the elementary, middle/junior high, and high school levels?

* Developed by the Utah State Office of Education, Salt Lake City.

- How many counselor-led guidance activities do students in each grade level participate in each year?

Individual Planning

- At what grade levels are students assisted in developing and monitoring their educational and career goals and plans (SEOP)?
- How are the SEOP activities organized?
- How are parents involved?
- Is there sufficient information available to support these activities?
- How is the information made available to students, parents, and teachers?
- How are students assisted in understanding assessment results and in applying this information to their goals and plans?

Responsive Services

- How do students access responsive services?
- What are the priorities for providing responsive services and how are these priorities determined each year?
- What topics are addressed through small group counseling activities? How are small group activities organized?
- Is there a written crisis management plan?
- How are students referred for assistance?

System Support

- How do counselors manage the guidance program?
- How often do counselors meet as a team in the building, with other counselors from neighboring buildings, and with other counselors from the same school level from across the district?
- Where and how are staff development offerings provided?
- How do parents and other community members learn about the guidance program?
- How do teachers and administrators learn about the guidance program?
- How do teachers and administrators access guidance program services?
- Is the program redefined and re-evaluated each year?
- What is the distribution of counselor's time among the program components?

Component	Percentage of Counselor/Program Time
Guidance Curriculum	_____
Individual Planning	_____
Responsive Services	_____
System Support	_____
Non-Guidance	_____

- Is at least 80% of counselor time spent on direct services to 100% of the students?

Content

- What content domains summarize the subject matter of your guidance program?
- Are there specific competencies identified for achievement at each grade level?
- How does the guidance team set priorities for addressing the competencies?

Resources

Human

- What is the counselor/student ratio? How are counselors assigned to students and what is the rationale supporting those assignments?
- Is there a written counselor job description?
- Is there a counselor-appropriate performance improvement system in place, including performance evaluation and goal-setting for professional development activities?
- Are the guidance program leaders certified school counselors?
- Are the head counselor's roles and responsibilities clearly spelled out?
- Are record keeping systems efficient?
- Does the guidance team reflect the demographics of the community?

Financial

- Is there an adequate budget to support the guidance program to . . .
- Buy or develop program materials?
- Buy office supplies?
- Provide staff development?

Political

- What does the local school board envision as the purpose and priorities of the guidance program?
- What does the district administration (superintendent and other senior staff members) envision as the purpose and priorities of the guidance program?
- Is the school board and district administration supportive of the guidance program?
- Are the counselors supportive of the guidance program approach? Are the counselors motivated to continuously improve the program?
- Are the counselors motivated to continually improve their performance?

Appendix E: Information Excerpted from the Team Handbook for the Louisiana Comprehensive Guidance and Counseling Summer Institute 2001

The vision statement of the Steering Committee for Implementing Comprehensive Guidance and Counseling Programs in Louisiana's Schools:

All Louisiana secondary schools will have an accountable, significantly enhanced comprehensive guidance and counseling programs based on national and state standards, serving *every* student, and clearly articulated to parents, students, teachers, and the community.

I. Define the Big Picture

Teams will discuss how a comprehensive guidance/counseling program can play in linking school improvement and career development to school accountability.

Louisiana needs a guidance/counseling programs that is comprehensive, development based, and designed to benefit all students in their journey through school and in preparation for their futures. The best career-counseling program is a comprehensive guidance/counseling program that helps the whole student, inclusive of personal/social, academic, and career development needs.

Guiding Principles

- Builds upon the national standards and state guidance/counseling model.
- Provides services to all students.
- In Accountable for the integration of academic, personal/social, and career guidance/counseling in all school areas.
- Articulates clearly the elements of a comprehensive guidance program to all stakeholders.
- Establishes an advisory team with key stakeholders.
- Establishes linkages between administration, central office, feeder schools, and post-secondary institutions.
- Combines standards, assessments, and development activities supported under school accountability and state law.

Developing and/or Implementing a Comprehensive Guidance/Counseling Program Intended Outcomes for School Team

Teams will leave the Institute with

- An understanding of the elements of a comprehensive guidance/counseling program.
- A guide of state-level and nation resources to support a comprehensive guidance/counseling program.
- An action plan for the development of a three year plan for implementing a comprehensive guidance/counseling program.
- A timeline of team meetings for continual planning.
- A list of potential advisory team members.
- A commitment by each team member to follow through on the action plan.
- A model school for a comprehensive guidance/counseling program for emulation by the remainder of the state.

Brainstorming Activity

What are the Barriers to your school having an effective comprehensive guidance/counseling program?

Why do you want to implement an effective comprehensive guidance/counseling program?

How will students' educational experiences be affected by their participation in an effective comprehensive guidance/counseling program?

How will you assess your school needs? What did your pre-needs assessment indicate?

How would an effective comprehensive guidance/counseling program support your school's improvement/accountability plan?

II. Inventory of Available Resources

Exercise

Within the four areas below—(1) career needs, (2) academic needs, (3) Personal/social needs, and 4) assessment—identify resources that are currently being used (or could be used) as the foundation for your school's comprehensive guidance/counseling program and correlate these activities to the Louisiana Comprehensive Counseling Model.

Resources are products, materials, tools, and professional development activities that have been developed or adopted by the local, state, region or national level.

1. Career Development

Career development is an integral part of a comprehensive guidance/counseling program. It consists of a wide range of career awareness, exposure, and exploration activities that enable learners to identify their interests, goals, and personal qualities and abilities. Learners will obtain the skills to understand the world of work in relation to knowledge of self and to make informed career decisions.

Available Resources	Current Use	Standards Addressed

2. Academic Needs

Academic development describes the content knowledge, skills and attitudes the learner needs to know and be able to do in school, post-secondary school, and across the life span. Academic development helps the learner to understand the relationship of academics to the world of work, to life and to the community.

Available Resources	Current Use	Standards Addressed

3. Personal/Social Development

Personal/social development describes the attitude, knowledge, and interpersonal skills required to assist the learner in understanding and respecting self and others.

Available Resources	Current Use	Standards Addressed

4. Assessment/Evaluation

Assessment must be tied to academic standards, the Louisiana Counseling Model, and state accountability. Assessments range from daily logs, lesson plans, and formal evaluations...

Available Resources	Current Use	What Is Needed

III. Building/Modifying a Comprehensive Guidance/Counseling Program

Steps in Building/Modifying a Comprehensive Guidance/Counseling Program

- Assess the status of the school's guidance/counseling program.
- Identify barriers to effective counseling.
- Create a school-wide vision for a comprehensive guidance/counseling program.
- Develop an effective advisory group in the design and implementation.
- Determine an appropriate assessment process for the plan.
- Provide continual staff development.

Exercise

Design or modify an existing framework that incorporates the guiding principles of a Comprehensive Guidance/Counseling Program. Be sure your framework addresses your school's needs and builds on the previously identified resources in your school.

Guiding questions

To what extent does your school's program address ALL of the above steps to building a Comprehensive Guidance/Counseling Program?

What technical assistance, strategies and resources are available to help you build/modify a Comprehensive Guidance/Counseling Program? (See Section II and V)

What are the gaps to building/modifying a Comprehensive Guidance/Counseling Program?

How will you determine what kind of professional development is needed to implement a Comprehensive Guidance/Counseling Program?

Following are additional guiding questions to consider when developing your action plan for the development and/or implementation of a *Comprehensive Guidance/Counseling Program* (see page 5).

Additional Guiding Questions

Developing and/or Implementing a Comprehensive Guidance/Counseling Program

- Who will be on your advisory team?
- When will your advisory team meet during the years?
- How is the learner's educational experience different as a result of a comprehensive guidance/counseling program?
- How will a comprehensive guidance/counseling program enhance efforts of your school accountability "Reaching for Results" plan?
- How will key stakeholders be involved in the design, validation, implementation and continuous improvement of your comprehensive guidance/counseling program?
- How will a comprehensive guidance/counseling program take into account the educational needs, training and services of all students?
- How will a comprehensive guidance/counseling program provide a continuum of awareness, exploration and support for career majors at your high school?
- How will standards-based curriculum be linked and aligned to a comprehensive guidance/counseling program?
- How will your school identify and disseminate the elements of an effective comprehensive guidance/counseling program?
- What strategies will the school use for continued professional staff development of teachers, counselors, and other key stakeholders?
- How will the school link with elementary and middle school levels in its development and implementation of a comprehensive guidance/counseling program?
- How will a comprehensive guidance/counseling program prepare learners to enter into the post-secondary education and/or high skill, high wage careers?

IV. Develop an Action Plan

Start with a vision: What will you do? Who will do it? Who will benefit? Who is accountable? What will be the evidence of your success?

Exercise

Complete the attached action plan to develop and/or implement a Comprehensive Guidance/Counseling Program. (Page 7)

V. Technical Assistance Needed

Exercise

Identify any technical assistance that the state, region or district may provide in helping you to achieve the designing of your comprehensive guidance, counseling program action plan.

What technical assistance is needed?	Who can provide it?

VI. Determine the Next Steps

Exercise

Moving forward on your action plan requires each team member to be committed to the process—please identify tasks or activities that need to be completed within the next three months, six months, one year.

Next Step	Who's Responsible	Target Date

Action Plan: Developing and/or Implementing a Comprehensive Guidance/Counseling Program

To be completed before end of conference

School Name: _____

Vision Statement: _____

Standard # _____:

Competency	Steps/Strategies/Activity	Responsible Person	Target Dates	Assessment
1)				
2)				

Exercise: Design an action plan for the development and/or implementation of your comprehensive guidance/counseling program.

Competency	Steps/Strategies/Activity	Responsible Person	Target Dates	Assessment
3)				
4)				
5)				